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A STUDY OF EARLY SCHOOL LEAVERS AND SIGNIFICANT CAUSES.

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BLOOMINGTON PUBLIC SCHOOLS, MINN.

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DESCRIPTORS- *DROPOUT RESEARCH, *HIGH SCHOOL STUDENTS, *DROPOUTS, *DROPOUT CHARACTERISTICS, *DROPOUT RATE, YOUTH EMPLOYMENT, DROPOUT PREVENTION, DROPOUT ATTITUDES, FAMILY CHARACTERISTICS, IOWA TESTS OF EDUCATIONAL DEVELOPMENT, LORGE THORNDIKE INTELLIGENCE TEST, GATES READING SURVEY, KUHLMAN ANDERSON INTELLIGENCE TESTS, OTIS INTELLIGENCE TEST, IOWA TESTS OF BASIC SKILLS, SCIENT. RES. ASSOC. DIAGNO. READ. TESTS

THE PURPOSE OF THIS STUDY WAS TO DETERMINE IN THE BLOOMINGTON PUBLIC SCHOOL DISTRICT THE DROPOUT RATE, DROPOUT CHARACTERISTICS, AND WHAT HAPPENS TO THE STUDENT AFTER HE DROPS OUT. THE DATA IS DESIGNED TO BE USED TO DETERMINE WAYS TO REDUCE THE DROPOUT RATE. THE BLOOMINGTON DROPOUT RATE IS HIGHER THAN THE NATIONAL DROPOUT RATE BECAUSE GENERAL SURVEYS HAVE BEEN DISTORTED BY FACTORS DESCRIBED. TO DETERMINE DROPOUT CHARACTERISTICS, A COMPARISON OF THE CUMULATIVE RECORDS OF 138 HIGH SCHOOL GRADUATES AND 138 DROPOUTS WAS MADE COVERING FAMILY CHARACTERISTICS, GRADE OF ENTRY, GRADE RETENTION, ATTENDANCE, PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES, STANDARDIZED TEST RESULTS, AND SCHOLASTIC AVERAGES. INCLUDED IS A BRIEF SUMMARY OF THE MORE SIGNIFICANT DIFFERENCES. A RANDOM SAMPLE OF 52 DROPOUTS WAS INTERVIEWED TO OBTAIN INFORMATION ABOUT THEIR OCCUPATIONS, ATTITUDES, CHILDHOODS, ADOLESCENT EXPERIENCES, AND PARENTAL CHARACTERISTICS. RECOMMENDATIONS AND CONCLUSIONS BASED ON ALL ASPECTS OF THE STUDY ARE THEN PRESENTED. (THE DROPOUT PERSONAL INTERVIEW FORM AND TABLES ARE INCLUDED.) (FS)

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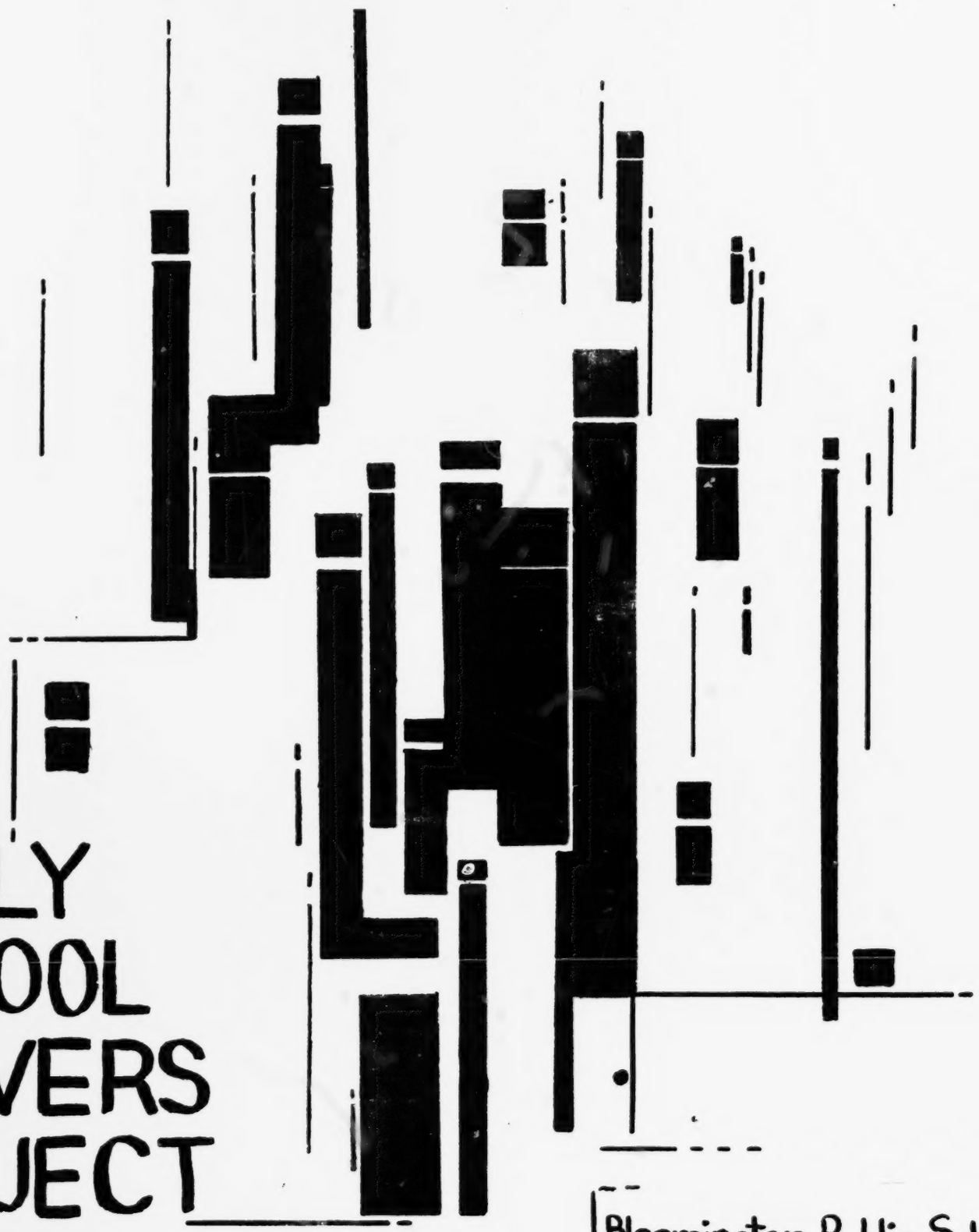

# EARLY SCHOOL LEAVERS PROJECT

Bloomington Public School
Bloomington, Minnesota
Summer 1966

CG 000 095

# A STUDY OF EARLY SCHOOL LEAVERS

# AND

# THE SIGNIFICANT CAUSES

BLOOMINGTON PUBLIC SCHOOLS

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Summer 1966

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Charles V. Randall
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# Chapter 1

## INTRODUCTION

In recent years the problem of pupils leaving school before graduation from high school has been receiving more and more attention from people in education. As the results of various research studies are published the seriousness of the problem becomes more evident.

Strangely enough this national concern about early school leaving comes at a time when the holding power of the nation's schools is at its highest. For example, in 1900 for every 100 students who entered fifth grade about four would graduate from high school. It took until 1950 for the holding power of our nation's schools to reach the 50 per cent mark. More recent national figures indicate that about two out of three pupils graduate from high school.

On January 14, 1963, the late President John F. Kennedy included this remark in his Sate of the Union message:

> "The future of any country which is dependent on the will and wisom of its children is damaged, and irreparably damaged, whenever any of its children is not educated to the fullest extent of his capacity.....and that is a waste we cannot afford."

President Lyndon B. Johnson in his message on education to Congress of January 12, 1965, stated:

> "Almost a million young people each year will continue to quit school - if our schools fail to stimulate their desire to learn..... The cost of this neglect runs high both for the youth and the nation."

Even though the holding power of the nation's schools has improved considerably since the turn of the century, the problem as it exists today is possibly more acute than ever. The school dropout of today is entering a labor market which demands higher educational requirements. The dropout of today is more disadvantaged because of a greater gap between his educational level and the level demanded by industry. He soon discovers that what he has to offer is just not acceptable to industry. Indicative of the problem faced by the dropout is that about two-thirds of the nation's unemployed have less than a high school education. Thus, the pupil who drops out of high school before graduation deprives himself of many opportunities for self-fulfillment.

The resolution of this problem should be and is a major concern to the nation's schools for it is there that this waste of human potential must be averted.

## Chapter 2

## THE PROBLEM IN BLOOMINGTON

The problem of dropouts is just as real in Bloomington schools as it is in other schools across the nation. This fact can be borne out by merely inspecting the annual attendance reports and seeing the number of students who have withdrawn during the year with no intent of continuing their high school education.

Since 1958 surveys have been conducted by staff personnel and members of the counseling department to determine dropout rates in the Bloomington schools. The survey results have indicated that the dropout rates fluctuated between eight and twelve per cent. However, it should be pointed out that these surveys have fallen short of being true dropout studies since several factors considered in this study were given little or no consideration in these surveys.

A student not considered in these surveys was the possible summer dropout. For example, a student may have been enrolled during the entire tenth grade school year but not enrolled at all during the eleventh grade. This student would not appear as a dropout in these surveys even though he may possibly have become a vacation dropout. To determine the exact status of this student

it becomes necessary to conduct a follow-up to establish whether this student has transferred to another school district or dropped out.

Another student not considered in these surveys is the one who has actually dropped out of school before ever enrolling in the tenth grade. Since this student has never been enrolled in the senior high school, his dropping out would be included in the statistics of these surveys.

These surveys did not include follow-up information on a student who withdrew and stated that he was transferring to another district at the time of withdrawal. It is possible that this student may have remained in his new school for only a brief period of time or perhaps may never have enrolled at all. In either case this student would be considered a dropout of Bloomington but would not have appeared as such in the surveys.

Also, these surveys were very general in nature. The reasons given for dropping out were taken from the attendance reports, thus, the real reason for the student's withdrawal was almost impossible to ascertain.

Finally the surveys have made no attempt to identify those characteristics which are most prevalent in a dropout than in a graduate of the Bloomington schools.

From the foregoing it is apparent that the information obtained from these surveys is probably distorted and that the true dropout rate in Bloomington is actually greater than the surveys indicated. Prompted by this possibility, the Research Committee of the Bloomington Counseling Department proposed that a more thorough study be conducted in order to gain a better insight into the dropout problem in Bloomington. The project was approved by the Bloomington Board of Education June 1, 1966. The results of that project are included in this report.

## Chapter 3

## CONCEPTS AND PROCEDURES

Past research on the problem of dropouts indicates that the dropout rate varies considerably from one community to another. In fact the dropout rate among schools within the same district may vary considerably also. Thus, it becomes imperative that each district investigate its particular situation before inaugurating any type of action to combat this problem.

There are several possible approaches to the dropout problem. The first and most frequently used approach is to simply find out how many students drop out of school. This approach enables a district to determine the severity of the problem within that district, but it does not indicate the causitive factors.

The second approach is to determine who the dropouts are and the characteristics that the dropouts have. This type of study entails collecting the data available from the cumulative records of the dropouts. A statistical analysis of the data will present a profile of the dropouts within that district.

A third approach is to develop a technique of predicting

what type of student may drop out of school. This usually evolves from the second approach since it makes use of the characteristics in the dropout and how they differ from like characteristics in the graduate.

A fourth approach is to find out what the reasons for dropping out were. This approach involves interviewing the dropout or his parents regarding the background of the student and the reasons for his leaving school early.

A fifth approach is to find out what has happened to the student after he dropped out. This may be accomplished by a follow-up study to determine the social and economic and vocational status of the dropout.

The final approach to be mentioned here is to determine the ways and means that may be devised to reduce the dropout rate. In this case it would be necessary to use control groups to investigate those factors which may encourage the potential dropout to become successful in school.

In discussing the possible approaches, the Research Committee felt that determining the characteristics of a dropout as compared to a graduate of Bloomington should be of prime importance in this study. The Committee also felt there was a great deal of merit

involved in the other approaches and they should be incorporated whenever possible. The end result is that the Bloomington study is in fact a combination of several of these approaches.

Before the study could actually be implemented it was necessary to identify the group to be studied and to define the term dropout. To make the study as meaningful as possible the graduating class of 1965 was chosen as it was the most recent class on which complete records were available.
Therefore, this study includes all those graduates and potential graduates of the class of 1965 who entered the Bloomington secondary schools in the fall of 1959 or any time thereafter. It was further decided that a minimum amount of time enrolled in the Bloomington schools was necessary if Bloomington was to assume the responsibility of a student continuing in or dropping out of school. The length of time considered appropriate for this purpose was one academic year. Thus, a student who had been enrolled in the Bloomington schools for less than one year was not considered in the findings of this study. To be consistent in the approach to a transfer student, it was likewise determined that any Bloomington student who transferred would be the responsibility of Bloomington for one academic year after transfer or until graduation from high school whichever came first. Thus a student who transferred from

Bloomington and dropped out of school before the completion of one academic year was included in the findings of this study.

The definition of the term dropout as used in this study was the one adopted by the United States Office of Education and published in its handbook for pupil accounting in November, 1964, with a slight modification involving the time limit for transfer students which is underlined in the following statement:

> A dropout is a pupil who leaves a school for any reason except death, before graduation or completion of a program of studies and without transferring to another school for a period of one academic year. The term 'dropout' is used most often to designate an elementary or secondary school pupil who has been in membership during the regular school term and who withdraws from membership before graduating from secondary school (Grade 12) or before completing and equivalent program of studies. Such an individual is considered a dropout whether his dropping out occurs during or between regular school terms, whether his dropping out occurs before or after he has passed the compulsory school attendance age and, where applicable, whether or not he has completed a minimum required amount of school work.

Procedures for conducting the study were determined by the project director in conjunction with an educational research consultant from the University of Minnesota. An outline of the

procedures used in this study follows:

1. Identification of class membership was obtained from the annual attendance reports.

2. From this master class membership list the following groups of students were determined:

   a) those who graduated from Bloomington high schools

   b) those who were still in school

   c) those who transferred and continued their education

   d) those who died before graduation

   e) those who did not qualify as members of the group to be studied because of the time limit

   f) those who were dropouts

3. For the students who transferred, an inquiry was sent to their new school to determine the length of time they remained in school after leaving Bloomington. If they had graduated from or had been enrolled in their new school for at least one academic year, they were given no further consideration. However, if they had dropped out of school within the established time limit, they were considered a Bloomington dropout and were included in this study.

4. The students who did not qualify as members of the group because of the time limit were given no further consideration in the study.

5. The students who were identified as dropouts were of prime interest in this study. Their cumulative records were located from which pertinent data was obtained.

6. Like data from a random sample of graduates was also obtained for comparative purposes.

7. The data gathered was sent to the Numerical Analysis Center at the University of Minnesota for preparation of a frequency distribution table and some statistical analysis of each item.

8. A questionnaire was prepared for the members of the counseling staff to be used in interviewing a random sample of the dropouts. When the interviewing was completed, the results were also sent to the Numerical Analysis Center for statistical analysis.

9. The final step was the presentation of the findings in the form of a report to the Bloomington Board of Education for its consideration.

## Chapter 4

## FINDINGS

An analysis of the annual attendance reports to the Superintendent's Office identified a total of 1410 students as being members of the class of 1965 at one time or another. Of this total, 1069 either graduated from Bloomington or transferred to other high schools and eventually graduated from them. One hundred and thirty-one students did not qualify as members of the group to be studied either because they were enrolled in Bloomington schools for less than one year or they tansferred and were enrolled for at least one year in other school districts. Two students were not included because of death. Seventy-two students could not be located after leaving the Bloomington schools. From this group of 72 students, 35 withdrew during the school year and stated they were transferring to another district. Despite attempts to loacte them their transfer to another district could not be verified. One student withdrew and was to be placed in a correctional institution. This could not be verified. Thirty-six students were enrolled at the end of the school year, but did not appear for registration the

following fall. The whereabouts of these students could not be determined. There is the possibility that some of these 72 students may have become dropouts. However, since none could be definitely identified as dropouts they were not included in the dropout group. The remaining 136 students in this membership group were identified as Bloomington High School dropouts. It was these 136 dropouts with which this report was primarily concerned.

To convert this number into a dropout rate for this class the formula recommended by the National Education Association in cooperation with the United States Office of Education was used. The formula suggested is:

$$\frac{\text{Number of dropouts}}{\text{Arithmetic Accountability}} = \text{Cumulative Dropout Rate}$$

To use the formula the number of dropouts and the number representing the arithmetic accountability must be known. The number of dropouts was 136. The arithmetic accountability is the number of graduates (end of year, mid-year, and previous summer) plus the number of dropouts for the entire period of time. Twelfth grade holdovers are not counted in arithmetic

accountability. Therefore this number would be the 876 graduates plus the 136 dropouts or a total of 1012. Substituting these numbers into the formula gives the following result:

$$\frac{136}{1012} = .134 = 13.4\%$$

Thus the cumulative dropout rate for the Bloomington class of 1965 is 13.4 per cent.

After the class of 1965 graduated Bloomington was divided into two senior high school areas. It is of interest to note the dropout distribution between the two Bloomington high schools as determined by their present boundaries. Table I indicates this distribution. It is significant that the majority of dropouts were from within the Kennedy High School boundaries. Perhaps the most important figure in Table I is that almost 42 per cent of the dropouts were boys from the Kennedy area.

TABLE I

DISTRIBUTION OF DROPOUTS
BY PRESENT SENIOR HIGH SCHOOL BOUNDARIES
BLOOMINGTON CLASS OF 1965

| | Boys | Per cent | Girls | Per cent | Total | Per cent |
|---|---|---|---|---|---|---|
| Kennedy | 57 | 41.9 | 24 | 17.6 | 81 | 59.5 |
| Lincoln | 36 | 26.5 | 19 | 14.0 | 55 | 40.5 |
| Total | 93 | 68.4 | 43 | 31.6 | 136 | 100.0 |

Table II indicates the grade level at which the dropouts have occurred. The two dropouts in grade eight were students in special education classes who reached the age of 16.

The 16 dropouts in grade nine were students who withdrew when they reached the age of 16. Eight of these dropped out during the school year, five during the summer vacation, (two of these were special education students) and three transferred during the school year and dropped out shortly thereafter.

TABLE II

GRADE LEVEL AT WHICH STUDENTS DROPPED OUT
BLOOMINGTON CLASS OF 1965

| Junior High | | | | Senior High | | | |
|---|---|---|---|---|---|---|---|
| Grade | Boys | Girls | Total | Grade | Boys | Girls | Total |
| 7 | 0 | 0 | 0 | 10 | 37 | 11 | 48 |
| 8 | 2 | 0 | 2 | 11 | 21 | 15 | 36 |
| 9 | 12 | 4 | 16 | 12 | 21 | 13 | 34 |
| Total | 14 | 4 | 18 | | 79 | 39 | 118 |

The greatest number of students dropped out while in senior high school. Table III presents the reasons given on the withdrawal forms filed in the cumulative records of the students. The reasons most frequently given were lack of interest (28), to seek employmnet (14), compulsory attendance age (12), and to enlist in the service (10). Seventeen students transferred and dropped out within the one year time limit.

TABLE III

REASONS FOR DROPPING OUT AS GIVEN IN CUMULATIVE RECORD FOLDER
BLOOMINGTON CLASS OF 1965

| Reason | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|
| Insufficient Credits | 0 | 0 | 4 |
| Lack of Interest | 17 | 9 | 2 |
| Age | 7 | 4 | 1 |
| Summer Dropout | 0 | 4 | 5 |
| Seek Employment | 6 | 7 | 1 |
| Enlist in Service | 3 | 3 | 4 |
| Expelled | 1 | 1 | 0 |
| Marriage | 0 | 2 | 1 |
| Transferred and Dropped Out | 8 | 2 | 7 |
| Non-Attendance | 4 | 3 | 1 |
| Personal | 1 | 0 | 1 |
| Health | 0 | 0 | 1 |
| Emotional | 0 | 1 | 0 |
| Left Home | 0 | 0 | 1 |
| Known But Not Stated | 0 | 0 | 3 |
| Unknown | 1 | 0 | 2 |
| Total | 48 | 36 | 34 |

In order to make the data gathered about the dropouts as meaningful as possible, a random sample of Bloomington graduates was identified to be used for comparative purposes. There were 138 graduates in this random sample. The class rank in the sample ranged from 1 to 846 with an average class rank of 417 or in terms of percentiles, about the 49th percentile. Thus it would seem the sample was indicative of the graduating class as a whole.

TABLES IV

MARITAL STATUS OF PARENTS
OF DROPOUTS AND GRADUATES
BLOOMINGTON CLASS OF 1965

| | Dropouts Per cent | Graduates Per cent |
|---|---|---|
| Together | 75.5 | 93.5 |
| Separated | 5.2 | 2.1 |
| Divorced | 19.3 | 4.4 |
| Total | 100.0 | 100.0 |

Table IV compares the marital status of the parents of the dropouts and graduates. The table would seem to indicate that the home life of the graduate was more stable than that of the dropout. It might be noted that of the divorced parents in the dropout group, about 46 per cent of the fathers and 58 per cent of the mothers remarried. The number of parents who had died was negligible in both groups.

Tables V and VI compare the number of children in a family and the position in the family of the dropouts and graduates. Neither of these factors appears to be very significant although there were 18 per cent more dropouts than graduates from families of five children or more.

TABLE V

NUMBER OF CHILDREN
IN FAMILY OF DROPOUTS AND GRADUATES
BLOOMINGTON CLASS OF 1965

| | Dropouts Per cent | Graduates Per cent |
|---|---|---|
| 1 | 6.0 | 7.3 |
| 2 | 15.8 | 21.9 |
| 3 | 21.8 | 25.6 |
| 4 | 20.3 | 27.0 |
| 5 | 17.3 | 10.2 |
| 6 or more | 18.8 | 8.0 |
| Total | 100.0 | 100.0 |

TABLE VI

POSITION IN FAMILY
DROPOUTS AND GRADUATES
BLOOMINGTON CLASS OF 1965

| | Dropouts Per cent | Graduates Per cent |
|---|---|---|
| 1st | 42.9 | 52.6 |
| 2nd | 30.1 | 32.1 |
| 3rd | 17.3 | 11.7 |
| 4th | 6.0 | 2.9 |
| 5th | 2.2 | .0 |
| 6th or more | 1.5 | .7 |
| Total | 100.0 | 100.0 |

TABLES VII

RESIDENCE OF STUDENT
AT TIME OF WITHDRAWAL OR GRADUATION
BLOOMINGTON CLASS OF 1965

| | Dropouts Per cent | Graduates Per cent |
|---|---|---|
| Both Parents | 73.5 | 93.5 |
| Father Only | .7 | .0 |
| Mother Only | 9.6 | 2.1 |
| Father & Step Mother | 2.9 | .7 |
| Mother & Step Father | 9.6 | 3.7 |
| Foster Parents | 2.2 | .0 |
| Guardian | 1.5 | .0 |
| Total | 100.0 | 100.0 |

Table VII shows that about 20 per cent more graduates were living with their real parents than were dropouts. This finding would again point out the importance of family stability as a factor in a student's decision to remain in school.

TABLE VIII

OCCUPATION OF FATHER
BLOOMINGTON CLASS OF '965

| | Dropouts Per cent | Graduates Per cent |
|---|---|---|
| Unskilled | 65.1 | 36.6 |
| Skilled | 16.3 | 21.6 |
| Supervisory | 6.2 | 6.7 |
| Semi-Professional | 8.5 | 13.4 |
| Professional | 1.6 | 10.5 |
| Self-employed | 2.3 | 11.2 |
| Total | 100.0 | 100.0 |

Table VIII points out a large difference in the occupations of the fathers of the dropouts as compared to the fathers of the graduates, particularly in the unskilled classification.

Almost 29 per cent more fathers of dropouts than of graduates held unskilled jobs. On the other hand, almost 14 per cent more fathers of graduates than of dropouts were classified as being semi-professional or professional. Closely related to the occupation of these fathers is their educational background. In the personal interviews of the dropouts it was found that almost 58 per cent of the fathers of dropouts were not high school graduates themselves. Of the dropouts who were interviewed only one stated that his father was a college graduate.

Information available about the mother working outside the home indicated that about 66 per cent of mothers of dropouts as compared to about 71 per cent of mothers of graduates were housewives only. However, of the dropouts interviewed, about 42 per cent of their mothers were housewives only. Thus it would appear that school records on this item were not very accurate and it becomes almost impossible to come to a valid conclusion.

TABLE IX

GRADE OF ENTRY
BLOOMINGTON CLASS OF 1965

| | Dropouts Per cent | Graduates Per cent |
|---|---|---|
| Grades 1 - 3 | 41.2 | 66.7 |
| Grades 4 - 6 | 28.7 | 18.1 |
| Grades 7 - 9 | 19.8 | 15.2 |
| Grades 10 - 12 | 10.3 | .0 |
| Total | 100.0 | 100.0 |

Table IX indicates the grade level at which the dropouts entered the Bloomington schools. Almost 70 per cent of the dropouts enrolled at the elementary school level. Nearly 90 per cent were Bloomington students before they entered the senior high school were the greatest number of dropouts occurred. From the group of dropouts interviewed, about 46 per cent had attended only Bloomington schools and an additional 39 per cent had attended only one other school outside of Bloomington. This data would seem to discount the possibility that Bloomington dropouts are victims of frequent moves.

It should be pointed out that the data on the graduates is somewhat skewed in this table. When the random sample of graduates was chosen, only graduates who entered Bloomington by the end of the ninth grade were selected. It was felt that this would provide a better picture of a Bloomingtor graduate and would also provide the greatest amount of background data which was to be used for comparative purposes. Many graduates who transferred into the senior high school had very little data in their transcript that was applicable to this study.

TABLE X

GRADE RETENTION
BLOOMINGTON CLASS OF 1965

| | Dropouts Per cent | Graduates Per cent |
|---|---|---|
| None | 34.1 | 97.1 |
| One Year | 45.9 | 2.9 |
| Two Years | 20.0 | 0.0 |
| Total | 100.0 | 100.0 |

Table X shows the grade retentions experienced by Bloomington dropouts and graduates. As can be seen, graduates experienced very

little grade retention while almost 66 per cent of the dropouts were retained at least one year. In the group who were not retained there were many students who had failed subjects in either the junior or senior high school. From this data it appears that retention is a very significant factor in a student's decision to drop out. With this rate of failure and retention it would seem that careful programming of these students is necessary to promote successful experiences. Of the dropouts interviewed almost 87 per cent indicated that they were not programmed in any particular way and that their course requirements were similar to other students in their grade. Closely related to the problem of programming is the interest the students have in course offerings. Of the group interviewed 43 per cent stated they were interested in most or all of their subjects. About 10 per cent said they weren't interested in any subjects they took.

The importance of having an interest in school in general may be reflected by the amount of discipline problems that arose. Of the group interviewed, almost 54 per cent had been in trouble and were suspended from school at least once for discplinary purposes. About 27 per cent had been in trouble frequently and had experienced several suspensions. On the other hand 7 per

cent of these students said they did not get along well with other students. It was usually the school administrators enforcing school policies that resulted in their suspension from school. The school policies most frequently violated were those regarding school attendance and smoking.

Another significant factor found in this study was the number of students who dropped out and then returned at a later date only to drop out again. Over 33 per cent of Bloomington dropouts returned after having dropped out of school before finally leaving school permanently. About 5 per cent of the dropouts in this study went through this cycle three times.

TABLE XI

AVERAGE NUMBER OF DAYS ABSENT PER SCHOOL YEAR
BLOOMINGTON CLASS OF 1965

| | Dropouts | Graduates |
|---|---|---|
| Grade 7 | 13.0 | 5.3 |
| Grade 8 | 16.8 | 6.5 |
| Grade 9 | 19.0 | 6.6 |
| Grade 10 | 23.0 | 7.8 |
| Grade 11 | 19.2 | 7.3 |
| Grade 12 | 17.0 | 8.2 |

One of the more significant factors discovered in this study was the difference in attendance of the dropouts and graduates as presented in Table XI. In each of the six years the dropouts' average absence rate was considerably greater than that of the graduates. This was particularly true in grades nine and ten where the dropouts were absent about three times as much as the graduates.

Table XII compares the participation of the dropouts and graduates in school sponsored extra-curricular activities. It seems important to note the high percentage of dropouts who did not participate in any school activity. This lack of participation was high in the junior high school, but particularly high in the senior high school where over 85 per cent of the dropouts were non-participants. About 52 per cent of the dropouts interviewed indicated they were interested in the extra-curricular programs available but did not participate and 27 per cent stated they were not interested in any of the school activities offered.

TABLE XII

PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES
BLOOMINGTON CLASS OF 1965

| | Junior High School | | Senior High School | |
|---|---|---|---|---|
| | Dropouts Per cent | Graduates Per cent | Dropouts Per cent | Graduates Per cent |
| Athletics | 15.6 | 21.1 | 9.1 | 15.3 |
| Music | 6.2 | 4.4 | .8 | 1.5 |
| Athletics & Music | 1.6 | 2.2 | .0 | .7 |
| Athletics & Others | 9.4 | 13.1 | 1.7 | 23.3 |
| Music & Others | .0 | 2.9 | .8 | 2.2 |
| Both & Others | .0 | 5.8 | .8 | 5.1 |
| Others Only | 10.2 | 16.9 | 1.7 | 21.2 |
| None | 57.0 | 33.6 | 85.1 | 30.7 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 |

Table XIII compares the results of the Gates Reading Survey, Form 2, given in the fall of the seventh grade. The scores of dropouts were lower than the scores of graduates in all three areas. In the speed portion of the test the average grade equivalent score for dropouts was 6.55 compared to 7.97 for the graduates. Thus the graduates scored about 1.42 grade equivalents above the

dropouts in reading speed. About 66.4 per cent of the dropouts scored below the seventh grade level as compared to 34.6 per cent of the graduates.

In the vocabulary portion the average grade equivalent score for dropouts was 6.43 compared to 7.70 for the graduates. The difference in grade equivalents here is about 1.27 or slightly less than the difference for speed. In this vocabulary section, 61.0 per cent of the dropouts scored below the seventh grade level as compared to 33.8 per cent of the graduates. The difference here was again similar to that found in the reading speed above.

The results of the comprehension section follow the same pattern. The average grade equivalent score for the dropouts was 6.24 as compared to 7.40 for the graduates. This represents a difference in grade equivalents of about 1.16. In comprehension about 63.5 per cent of the dropouts scored below the seventh grade level as compared to 39.9 per cent of the graduates. Thus it can be seen that in all three areas of the Gates Reading Survey the dropouts scored considerably below the graduates.

TABLE XIII

GATES READING SURVEY RESULTS, FORM 2
IN GRADE EQUIVALENTS
BLOOMINGTON CLASS OF 1965

| Grade Equivalents* | Speed | | Vocabulary | | Comprehension | |
|---|---|---|---|---|---|---|
| | Dropouts Per cent | Graduates Per cent | Dropouts Per cent | Graduates Per cent | Dropouts Per cent | Graduates Per cent |
| 12.0 & Up | 5.8 | 3.0 | .0 | .0 | .0 | .7 |
| 11.0 - 11.9 | 3.8 | 17.3 | 1.9 | 6.0 | 1.9 | 2.3 |
| 10.0 - 10.9 | .0 | 3.0 | 7.6 | 12.8 | 4.8 | 6.0 |
| 9.0 - 9.9 | 1.0 | 5.3 | 4.8 | 3.8 | 7.7 | 12.0 |
| 8.0 - 8.9 | 8.6 | 11.2 | 10.5 | 20.3 | 7.7 | 15.1 |
| 7.0 - 7.9 | 14.4 | 25.6 | 14.2 | 23.3 | 14.4 | 24.0 |
| 6.0 - 6.9 | 27.6 | 23.3 | 18.1 | 18.0 | 10.6 | 20.3 |
| 5.0 - 5.9 | 15.7 | 6.0 | 20.0 | 10.5 | 27.9 | 12.1 |
| 4.0 - 4.9 | 10.6 | 2.3 | 9.6 | 3.8 | 12.5 | 3.7 |
| 3.0 - 3.9 | 5.8 | .7 | 7.6 | 1.5 | 6.7 | 2.3 |
| 2.0 - 2.9 | 5.7 | .8 | 4.7 | .0 | 5.8 | 1.5 |
| Below 2.0 | 1.0 | 1.5 | 1.0 | .0 | .0 | .0 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

*Grade equivalent scores based on national norms.

A second measure of reading ability scores tabulated in this study was the Science Research Associates Diagnostic Reading Test, Form B, given in the fall of the tenth grade. The results of this test are given in Table XIV. In comparing the three areas of speed, vocabulary, and comprehension covered by this test, it shows again the considerable difference in reading abilities of the dropouts and graduates. In the test of speed the dropouts scored an average of 48.6 compared to an average of 67.8 for the graduates based on national percentile norms. About 51.0 per cent of Bloomington dropouts scored below th. national average as compared to 22.6 per cent of Bloomington graduates.

In the vocabulary test the average score of the dropouts was 52.9 as compared to 73.3 for the graduates in terms of national percentile norms. In this test 49.1 per cent of the dropouts scored below the national average as compared to 17.0 per cent of the graduates.

Probably the most significant difference was noted in the comprehension test. I. this test the Bloomington dropouts scored an average of 48.3 as compared to 72.9 for the Bloomington graduates. This represents an average difference of about 24.6 percentile points. About 50.9 per cent of the dropouts fell below the national average

as compared to 19.4 per cent of the graduates. This is a difference of about 31.5 per cent. The greatest difference occurred in the top rankings where 15.1 per cent of the dropouts were at the 80th percentile or above as compared to 54.0 per cent of the graduates. The resulting difference is that 38.9 per cent more graduates fell in this catagory than dropouts.

TABLE XIV

SCIENCE RESEARCH ASSOCIATES
DIAGNOSTIC READING TEST RESULTS, FORM B
BLOOMINGTON CLASS OF 1965

| Percentiles* | Dropouts Per cent | Graduates Per cent | Dropouts Per cent | Graduates Per cent | Dropouts Per cent | Graduates Per cent |
|---|---|---|---|---|---|---|
| 90 & Above | 11.8 | 29.0 | 11.3 | 31.4 | 13.2 | 33.1 |
| 80 - 89 | 13.7 | 16.2 | 13.2 | 20.2 | 1.9 | 20.9 |
| 70 - 79 | 5.9 | 12.1 | 9.5 | 15.3 | 11.3 | 12.1 |
| 60 - 69 | 7.8 | 13.7 | 1.8 | 5.7 | 11.3 | 7.3 |
| 50 - 59 | 9.8 | 6.4 | 15.1 | 10.4 | 11.4 | 7.2 |
| 40 - 49 | 9.8 | 4.0 | 13.2 | 7.3 | 7.5 | 7.3 |
| 30 - 39 | 7.9 | 2.5 | 15.1 | 4.9 | 9.4 | 4.0 |
| 20 - 29 | 3.9 | 5.6 | 5.7 | 1.6 | 9.5 | 1.6 |
| 10 - 19 | 17.6 | 7.3 | 9.4 | 2.4 | 20.7 | 4.1 |
| Below 10 | 11.8 | 3.2 | 5.7 | .8 | 3.8 | 2.4 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

*Percentiles based on national norms.

Although the results of these two tests indicate that Bloomington dropouts had more difficulty reading than did the graduates, the responses given by those interviewed differed considerably from these test results. Slightly over 48 per cent of those interviewed gave the opinion that they had no difficulty in comprehending what they read while about 15 per cent admitted to having considerable difficulty.

TABLE XV

RESULTS OF KUHLMAN-ANDERSON, OTIS, AND LORGE-THORNDIKE INTELLIGENCE TESTS ADMINISTERED BLOOMINGTON CLASS OF 1965

| | Kuhlman-Anderson Form D, Grade 4 | | Otis Form B, Grade 7 | | Lorge-Thorndike Form BB, Grade 10 | |
|---|---|---|---|---|---|---|
| | Dropouts Per cent | Graduates Per cent | Dropouts Per cent | Graduates Per cent | Dropouts Per cent | Graduates Per cent |
| 125 & Above | .0 | 2.7 | .9 | 1.6 | 4.7 | 19.3 |
| 115 - 124 | 6.1 | 21.6 | 6.4 | 33.1 | 9.4 | 34.0 |
| 105 - 114 | 20.2 | 33.5 | 21.8 | 34.6 | 32.8 | 20.8 |
| 95 - 104 | 28.2 | 29.6 | 40.0 | 21.8 | 37.5 | 18.5 |
| 85 - 94 | 28.3 | 10.8 | 18.2 | 6.5 | 14.0 | 4.4 |
| 75 - 84 | 12.1 | 1.8 | 10.9 | 1.6 | 1.6 | 3.0 |
| Below 75 | 5.1 | .0 | 1.8 | .0 | .0 | .0 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

Table XV presents a comparison of three different intelligence tests. The Kuhlman-Anderson Intelligence Test, Form D, administered at the beginning of grade four, the Otis Beta Quick Scoring Mental Ability Test, Form B, administered at the beginning of grade seven and the Lorge-Thorndike Mental Ability Test, Form BB, administered in grade ten.

Results of the Kuhlman-Anderson test indicated that the average I.Q. for the Bloomington dropouts was 94.5 compared to 106.9 for the graduates. This resulted in a difference of about 12.4 I.Q. points between the two groups. It should also be noted that 15.4 per cent more dropouts than graduates had an I.Q. of 84 or less on this test while 18.2 per cent more graduates than dropouts had an I.Q. of 115 or greater.

Similar results were obtained when scores of the Otis test were compared. The average I.Q. of Bloomington dropouts on this test was 97.7 as compared to an average of 108.6 for the graduates This was a difference of 10.9 I.Q. points. Again the major differences were at the two ends of the scale. There were 10.3 per cent more dropouts than graduates with scores of 84 or less while 27.4 per cent more graduates than dropouts had scores of115 or greater.

The results of the Lorge-Thorndike test given in grade ten reinforce what was found in the preceding two tests. The average

I. Q. score on the Lorge-Thorndike test was 104.0 for the dropouts as compared to 113.3 for the graduates. This represents a difference of about 9.3 I.Q. points. The results of this test were very heavily weighted at the top of the scale in favor of the graduates as 53.3 per cent of the graduates obtained scores of 115 or greater as compared to 14.1 per cent of the dropouts.

TABLE XVI

RESULTS OF IOWA TESTS OF BASIC SKILLS
DROPOUTS
BLOOMINGTON CLASS OF 1965

| Grade Equivalents* | Vocabulary Per cent | Reading Per cent | Language Per cent | Work-Study Per cent | Arithmetic Per cent | Composite Per cent |
|---|---|---|---|---|---|---|
| 9.0 & Above | 12.2 | 5.5 | 7.8 | 1.3 | 3.4 | 3.3 |
| 8.0 - 8.9 | 12.2 | 12.1 | 18.9 | 11.5 | 11.4 | 14.5 |
| 7.0 - 7.9 | 18.9 | 23.1 | 15.5 | 30.8 | 29.5 | 22.2 |
| 6.0 - 6.9 | 25.6 | 20.8 | 21.1 | 30.8 | 22.7 | 26.7 |
| 5.0 - 5.9 | 18.9 | 24.2 | 18.9 | 20.5 | 26.2 | 23.3 |
| 4.0 - 4.9 | 10.0 | 12.1 | 13.4 | 1.2 | 3.4 | 7.8 |
| 3.0 - 3.9 | 1.1 | 1.1 | 2.2 | 1.3 | 2.3 | 2.2 |
| Below 3.0 | 1.1 | 1.1 | 2.2 | 2.6 | 1.1 | .0 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

*Grade equivalent scores based on national norms.

TABLE XVII

RESULTS OF IOWA TESTS OF BASIC SKILLS
GRADUATES
BLOOMINGTON CLASS OF 1965

| Grade Equivalents* | Vocabulary Per cent | Reading Per cent | Language Per cent | Work-Study Per cent | Arithmetic Per cent | Composite Per cent |
|---|---|---|---|---|---|---|
| 9.0 & Above | 32.8 | 22.0 | 47.2 | 10.9 | 12.5 | 16.0 |
| 8.0 - 8.9 | 28.1 | 29.2 | 18.1 | 33.6 | 30.5 | 41.6 |
| 7.0 - 7.9 | 20.3 | 29.9 | 13.3 | 31.3 | 34.3 | 26.4 |
| 6.0 - 6.9 | 8.6 | 12.6 | 14.2 | 16.4 | 14.9 | 8.8 |
| 5.0 - 5.9 | 6.3 | 4.7 | 10.2 | 7.0 | 7.8 | 7.2 |
| 4.0 - 4.9 | 3.1 | 1.6 | .0 | .8 | .0 | .0 |
| 3.0 - 3.9 | .0 | .0 | .0 | .0 | .0 | .0 |
| Below 3.0 | .8 | .0 | .0 | .0 | .0 | .0 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

*Grade equivalent scores based on national norms.

Tables XVI and XVII present the data obtained from the Iowa Tests of Basic Skills, Form 1, given in May of 1959 which was the end of grade six for these students. The results are given in terms of grade equivalent scores based on national norms. Thus the national average for the tests given at this time would be 6.9.

On the vocabulary portion the dropouts had an average grade equivalent of 6.82 or slightly below the national average, as compared to 8.04 for the graduates. About 43.3 per cent of the dropouts scored above the national average as compared to 81.2 per cent of the graduates.

The language results presented in the tables are a total of the four different language subtests included in the battery. The dropouts had an average total-language score of 6.53 grade equivalent as compared to 8.25 for the graduates. Thus the graduates averaged about 1.72 grade equivalents higher than the dropouts. About 42.2 per cent of the dropouts as compared to 78.6 per cent of the graduates scored above the national average.

The work-study results presented in the tables are a total of the three different subtests included in this section. The dropouts had an average grade equivalent score of 6.60 as compared to 7.73 for the graduates. Thus the graduates scored slightly over one grade equivalent higher than the dropouts on work-study skills. About 43.6 per cent of the dropouts had grade equivalent scores above the national average as compared to 75.8 per cent of the graduates.

The arithmetic results are a combination of the two subtests in the arithmetic section. The average grade equivalent score for the dropouts was 6.67 as compared to 7.70 for the graduates. This represents a grade equivalent difference of about one.

About 44.3 per cent of the dropouts as compared to 77.3 per cent of the graduates had grade equivalent scores above the national average.

The composite results reported in these tables represent an overall average of the five preceding sections. The average composite grade equivalent score was 6.56 for the dropouts while the graduates had an average grade equivalent score of 7.95. This is an average difference of about 1.39 grade equivalents at the end of grade six. About 40 per cent of the dropouts as compared to 84 per cent of the graduates had grade equivalent scores above the national average.

Tables XVIII and XIX present the results of the Iowa Tests of Educational Development, Form X-4, given in the fall of 1961 when these pupils were ninth graders. The data in these tables are in percentiles based on national norms.

In the Background in Social Studies the average score of the dropouts was 43.3 as compared to 67.2 for the graduates. Only 38.7 per cent of the dropouts scored above the national norm while 75.6 per cent of the graduates were above this norm.

In the Background in Science test the average score for the dropouts was 57.7 as compared to 78.5 for the graduates. Even though 59.2 per cent of the dropouts were above the national norm

there was a notable difference as 89.7 per cent of the graduates were above the national average.

In the test of Correctness of Expression the dropouts scored an average of 42.8 as compared to 74.8 for the graduates. The 32.0 percentile points difference between these two average scores was the greatest of the test scores compared in this battery. About 42.3 per cent of the dropouts scored above the national average while 83.1 per cent of the graduates did the same.

The Quantitative Thinking portion of the battery turned out to be the strongest area for the dropouts. Their average score on this test was 58.0 as compared to 76.5 for the graduates. About 65.0 per cent of the dropouts scored above the national average while 85.9 per cent of the graduates were above the national average.

On the vocabulary portion of the battery the dropouts scored an average of 57.4 as compared to 73.8 for the graduates. This test provided the least difference in the average scores between the two groups. About 64 per cent of the dropouts scored above the national average while 88.1 per cent of the graduates were above the national mean.

The composite or overall picture of the battery gave the dropouts an average of 54.8 as compared to 78.4 for the graduates. This represents an average difference of slightly less than 20 percentile points.

About 57 per cent of the dropouts were above the national average while 92.4 per cent of the graduates were above this average.

Thus it can be seen from the comparisons made in these two achievement tests that the graduates scored considerably higher in all areas tested at both the sixth and ninth grades.

TABLE XVIII

RESULTS OF IOWA TESTS OF EDUCATIONAL DEVELOPMENT
DROPOUTS
BLOOMINGTON CLASS OF 1965

| Percentiles* | Background Soc. Stud. Per cent | Background Science Per cent | Correctness of. Express. Per cent | Quantitative Thinking Per cent | Vocabulary Per cent | Composite Per cent |
|---|---|---|---|---|---|---|
| 90 & Above | 7.5 | 19.4 | 7.7 | 13.6 | 2.9 | 7.5 |
| 80 - 89 | 3.8 | 10.7 | 3.8 | 13.6 | 15.7 | 11.8 |
| 70 - 79 | 8.5 | 14.6 | 9.6 | 11.6 | 17.7 | 7.6 |
| 60 - 69 | 6.6 | 8.7 | 6.8 | 17.5 | 10.8 | 15.0 |
| 50 - 59 | 12.3 | 5.8 | 14.4 | 8.7 | 17.6 | 15.1 |
| 40 - 49 | 11.3 | 9.7 | 8.7 | 3.0 | 14.7 | 11.8 |
| 30 - 39 | 14.1 | 4.9 | 14.4 | 16.5 | 7.8 | 15.1 |
| 20 - 29 | 17.0 | 11.6 | 8.6 | 4.8 | 5.0 | 10.7 |
| 10 - 19 | 7.6 | 9.7 | 11.6 | 6.8 | 6.8 | 5.4 |
| Below 10 | 11.3 | 4.9 | 14.4 | 3.9 | 1.0 | .0 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

*Percentiles based on national norms.

TABLE XIX

RESULTS OF IOWA TESTS OF EDUCATIONAL DEVELOPMENT
GRADUATES
BLOOMINGTON CLASS OF 1965

| Percentiles* | Background Soc. Stud. Per cent | Background Science Per cent | Correctness of Express. Per cent | Quantitative Thinking Per cent | Vocabulary Per cent | Composite Per cent |
|---|---|---|---|---|---|---|
| 90 & Above | 25.2 | 37.5 | 42.6 | 43.7 | 27.4 | 42.4 |
| 80 - 89 | 11.8 | 16.9 | 11.8 | 17.0 | 26.7 | 17.4 |
| 70 - 79 | 16.3 | 19.9 | 15.4 | 4.5 | 13.3 | 9.1 |
| 60 - 69 | 17.8 | 13.2 | 2.3 | 13.3 | 6.7 | 13.7 |
| 50 - 59 | 4.5 | 2.2 | 11.0 | 7.4 | 14.0 | 9.8 |
| 40 - 49 | 4.4 | 2.2 | 4.4 | .0 | 5.2 | .8 |
| 30 - 39 | 7.4 | 2.9 | 6.6 | 9.7 | .8 | 3.0 |
| 20 - 29 | 2.2 | 2.3 | 1.5 | 2.9 | 1.5 | 2.3 |
| 10 - 19 | 7.4 | 1.4 | 2.9 | 1.5 | 2.2 | 1.5 |
| Below 10 | 3.0 | 1.5 | 1.5 | .0 | 2.2 | .0 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

*Percentiles based on national norms.

Tables XX and XXI compare the scholastic marks received by the dropouts and graduates during grade 7 - 12. In each of the subjects the dropouts were usually one full letter grade or more below the graduates. The differences were present in the junior high school as well as the senior high school, but the difference became greater in the senior high school particularly in the fields of English, social studies and music.

It should be pointed out that the marks included in these tables are final marks only. Since there are no final marks recorded for a student who withdraws before the end of the school year, many of the poorest marks of the dropouts were never formally recorded on their permanent records. If these poorer marks had been included, the results of Table XX would probably have been lower than presented thus accentuating the difference between the two groups as determined by class marks.

The yearly averages present an interesting bit of information in that the average marks for the graduates remained fairly constant all through secondary school years while the dropouts showed a tendency to receive poorer marks as they progressed through their school years.

TABLE XX

SCHOLASTIC AVERAGE OF DROPOUTS
GRADES 7 - 12
BLOOMINGTO CLASS OF 1965

| Subject | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|---|---|
| English | 1.43 | 1.22 | 1.09 | .89 | 1.10 | .75 |
| Social Studies | 1.32 | 1.04 | 1.06 | .95 | .93 | 1.00 |
| Mathematics | 1.26 | 1.18 | 1.04 | 1.02 | 1.05 | 1.67 |
| Science | 1.25 | 1.07 | 1.26 | 1.22 | 1.25 | 1.00 |
| Language | 2.00 | 1.00 | 1.50 | 1.60 | .60 | None* |
| Physical Education | 2.0[illegible] | 1.81 | 1.76 | 1.79 | 1.40 | 2.00 |
| Art | 1.90 | 1.92 | 1.85 | 1.88 | 1.55 | None* |
| Music | 1.71 | 1.98 | 2.93 | 2.20 | 1.80 | None* |
| Shop | 1.47 | 1.37 | 1.27 | .95 | 1.38 | 1.33 |
| Home Economics | 1.91 | 1.61 | 1.19 | 1.67 | 1.67 | 1.00 |
| Others | 1.75 | 1.23 | 1.33 | 1.26 | 1.13 | 1.33 |
| Yearly Average | 1.65 | 1.40 | 1.48 | 1.41 | 1.26 | 1.26 |

*No dropouts took these courses during Grade 12.

On this table:

A - 4

B - 3

C - 2

D - 1

F - 0

TABLE XXI

SCHOLASTIC AVERAGE OF GRADUATES
GRADES 7 - 12
BLOOMINGTON CLASS OF 1965

| Subject | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|---|---|
| English | 2.65 | 2.49 | 2.31 | 2.28 | 2.37 | 2.21 |
| Social Studies | 2.43 | 2.27 | 2.32 | 2.16 | 2.27 | 2.18 |
| Mathematics | 2.39 | 2.41 | 2.20 | 2.14 | 2.36 | 2.19 |
| Science | 2.25 | 2.21 | 2.32 | 2.47 | 2.28 | 2.25 |
| Language | 2.67 | 2.33 | 2.64 | 2.55 | 2.42 | 2.48 |
| Physical Education | 2.81 | 2.51 | 2.61 | 2.71 | 2.80 | 2.73 |
| Art | 2.46 | 2.52 | 2.60 | 2.53 | 2.27 | 2.63 |
| Music | 2.96 | 3.20 | 3.58 | 3.64 | 3.89 | 3.77 |
| Shop | 2.26 | 2.03 | 1.95 | 2.06 | 2.21 | 2.27 |
| Home Economics | 2.64 | 2.53 | 2.50 | 2.38 | 2.38 | 2.45 |
| Others | 2.33 | 2.42 | None* | 2.21 | 2.51 | 2.40 |
| Yearly Average | 2.52 | 2.43 | 2.50 | 2.46 | 2.53 | 2.51 |

*No graduates took other courses than those listed in grade nine.

On this table:

A - 4

B - 3

A final factor considered for comparative purposes was information on the students state of health as it was recorded on the pupils health card. Items checked were sight, hearing, physical defects, and immunization record. There were no significant differences found on the first three items. The only significant difference found was in the immunization programs recorded. About 44.1 per cent of the dropouts were involved in regular immunization programs as compared to 76.5 per cent of the graduates.

A brief summary of the more significant differences found in this study generally indicated that:

1. There was greater stability in the families of the graduates.
2. There was a considerably larger per cent of fathers of dropouts who held unskilled jobs.
3. Almost two-thirds of the dropouts had been retained at least once.
4. Over one-third of the dropouts returned to school only to drop out again.
5. Absenteeism was nearly three times greater among dropouts.
6. Participation in extra-curricular activities was over four times greater among graduates.
7. The tested reading abilities of the graduates were substantially better.

8. The I.Q. scores of the graduates were considerably higher.

9. The results of standarized achievement tests of graduates were considerably higher in all areas measured.

10. The average report card marks received by graduates were at least one letter grade higher.

## Chapter 5

## PERSONAL INTERVIEWS

A random sample of 52 dropouts was interviewed by members of the Bloomington counseling staff. No particular attempt was made to match the percentage of boys and girls in the sample as compared to the actual percentage shown in Table I. However, when the interviews were completed it was found that the percentages of the sample were very similar to the boy-girl percentages in Table I.

The form used in conducting these interviews is included in the appendix along with the frequency distribution of the various responses. It should be pointed out that the response selected by the subject was not questioned by the interviewer, therefore it is possible that the response selected may not necessarily be true. After the interview had been completed the interviewer was asked to make a subjective evaluation of the validity of the responses given. There was no instance in these evaluations where the interviewer did not feel that the subject was being truthful in most cases. Based on this subjective observation it is felt that the results of the questionnaire were generally valid.

The remarks in this chapter were limited to those areas of questioning which provided significant information about the dropouts not previously covered. For specific results to the questions refer to the tabulations in the appendix.

## OCCUPATIONS OF DROPOUTS

Of the dropouts employed at the time of the interview the majority were in unskilled or low skilled occupations. There had been considerable job shifting among the dropouts as 28 of the group interviewed had held at least two full time jobs since their withdrawal. Most of the dropouts said they were fairly satisfied with their jobs even though their wages were generally less than $2.00 per hour and they had very little job security. As could be expected the dropouts who were married expressed the greatest concern about wages and security. Almost 85 per cent of the dropouts interviewed felt that a high school education was necessary for obtaining employment and 50 per cent said they would definitely return to school if the opportunity presented itself.

## ATTITUDES OF DROPOUTS

The attitudes of the dropouts interviewed towards the subjects they had taken, their teachers, and the activities

offered were generally favorable. However, their behavior in school left something to be desired as over 73 per cent of those interviewed had been referred to the principal for disciplinary reasons and almost half had been suspended from school for violations of regulations. It was interesting to note that in spite of the high incidence of disciplinary action, over two-thirds of the dropouts said they were encouraged to remain in school or return the following year.

## CHILDHOOD AND ADOLESCENT EXPERIENCES

The dropouts interviewed showed a marked decrease in church attendance, participation in church-sponsored activites, and involvement in family activities as they grew older. Over 32 per cent said they seldom, if ever, discussed problems with their parents. Another 25 per cent said they had discussed their problems only occasionally with their parents. Thus it would seem that there was somewhat of a barrier between the dropouts and their parents.

One interesting observation was that over 86 per cent of the dropouts interviewed felt free to bring their friends into their homes. Less than 10 per cent said they could seldom bring friends home.

Another interesting point was that the participation of dropouts in physical activities decreased from childhood to adolescence.

## PARENTAL CHARACTERISTICS

Slightly over half of the dropouts interviewed classified the discipline administered by their parents as strict or harsh. Less than 8 per cent said that parental discipline was lenient.

About half the dropouts said their parents attended church on a regular basis. Approximately 25 per cent of the parents attended church seldom, if ever.

About one-third of the dropouts said their parents were not interested in school activities nor had their parents attended activities designed for parents.

When asked about conflicts between their parents and themselves, over 60 per cent of the dropouts interviewed said there was at least some conflict regarding smoking or drinking and keeping late hours. Over 17 per cent said the smoking or drinking conflict was serious and almost 30 per cent said the conflict regarding late hours was serious. About 55 per cent of the dropouts said there was a conflict between their parents and themselves regarding their choice of friends.

Almost 60 per cent of the fathers of dropouts had less than a high school education and only one father was a college graduate. Despite the lack of education among the fathers, over 90 per cent of the dropouts felt their fathers had good jobs and that their

fathers' incomes were regular and sufficient for the family.

## OWNING A CAR

Nineteen of the dropouts interviewed, all of whom were boys, owned a car while in high school. All nineteen said they were completely responsible for the maintenance and operating costs of the car. Several of these boys indicated that owning a car contributed to their leaving school early.

## PART-TIME WORK

Forty dropouts, or over 75 per cent of those interviewed, said they worked part-time while in school, but only ten of these stated that their job interfered with their school work. Most of the money earned from these jobs was spent as it was earned. The girls spent most of their money on clothes while the boys spent their money mainly on cars and recreation.

## MISCELLANEOUS

Twenty-three of the dropouts interviewed admitted they had been in trouble with the law while in school. Most of these dropouts blamed themselves. A large majority of these dropouts said their parents were concerned and took measures to correct the problem.

Eight of the dropouts interviewed felt they were given less consideration by school personnel than other students while 15 dropouts felt they were given more than their due consideration.

Perhaps the most significant response was that all 52 of the dropouts interviewed said they would encourage other young people to remain in high school and graduate if at all possible.

## Chapter 6

## RECOMMENDATIONS AND CONCLUSIONS

From the findings presented in this study, a conclusion could be drawn that the dropouts were students who had experienced a great deal of failure in their school lives. They became aware of their deficiencies as they saw other students repeatedly doing better than themselves. From this feeling of inadequacy they developed low levels of aspiration and poor attitudes toward the values of education.

This type of subjective evaluation did not usually begin in the secondary school for the dropouts had experienced these feelings of inadequacy all through the elementary years. Thus dropping out of school was the result of a long series of poor school experiences. It was a conbination of several different factors with each contributing its share to the dilemma of the student. As these factors kept building on one another, the burden became so great that the only means of eliminating it which seemed logical to the students was to drop out. Perhaps another way of stating it is that the dropouts were attempting to escape from a situation which seemed untenable to them.

With these thoughts in mind the following recommendations are presented for consideration:

1. Periodic study to keep abreast of the problem.

2. Keeping annual records of dropout rates to determine any changes in trend.

3. Determining a particular combination of factors which are especially applicable to dropouts.

4. Provide for additional reading services particularly at the elementary level.

5. Establish an evaluation process to identify potential dropouts.

6. Identify the potential dropouts as early as possible and follow their progress carefully.

7. Establish a program for parents of potential dropouts.

8. Encourage potential dropouts to become involved in school activities.

9. Review carefully the present curriculum at all levels of education.

10. Structure an exit interview for use in the secondary schools.

11. Establish a program of studies designed for potential dropouts.

12. Inclusion of more terminal programs in the secondary schools.

13. Establish a program designed to encourage dropouts to return to school.

14. Follow-up more closely students who transfer.

15. Follow-up dropouts and keep in contact with them.

16. Expand work-study programs.

17. Provide for additional guidance services for the potential dropouts.

18. Provide counseling services for the students who have dropped out.

19. Involve school personnel in programs designed to combat early school leaving.

20. Involve outside groups in campaigns to combat early school leaving.

The Bloomington dropout rate of 13.4 per cent is low in comparison with state and national rates. However, the fact that this rate represents a substantial number of students indicates that the Bloomington schools need to conduct a critical self evaluation to determine means of reducing this rate as much as possible.

President Lyndon B. Johnson expressed the necessity for an educated populace when he made the following remarks in his Educational Message to Congress, January 12, 1965:

> "Every child must be encouraged to get as much education as he has the ability to take. We want this not only for his sake - but for the Nation's sake. Nothing matters more to the future of our country: not our military preparedness - for armed might is worthless if we lack the brain power to build a world of peace; not our productive economy - for we cannot sustain growth without trained manpower; not our democratic system of government - for freedom is fragile if citizens are ignorant."

# APPENDIX

INDEPENDENT SCHOOL DISTRICT #271
BLOOMINGTON, MINNESOTA

EARLY SCHOOL LEAVERS PROJECT
INTERVIEW FOLLOW-UP

SUMMER 1966

SUBJECT'S NAME _____
LAST FIRST MIDDLE

MAIDEN NAME _____

ADDRESS _____

TELEPHONE _____ AGE _____ DATE OF BIRTH _____

NAME OF PERSON ANSWERING _____

RELATIONSHIP TO SUBJECT _____

DATE OF INTERVIEW _____ LOCATION OF INTERVIEW _____

INTERVIEWER _____

1. Present marital status of subject

(37) a. Single
(15) b. Married
c. Separated
d. Divorced
e. Remarried

2. Marriage of subject is

(14) a. Happy most of the time
( 1) b. Happy some of the time
c. Unhappy

3. Education of spouse

( 2) a. 9 years or less
( 4) b. 10 to 11 years
( 6) c. 12 years (high school graduate)
( 3) d. 12 years plus business or vocational school
e. Some college
f. College graduate

4. Number of children subject has

( 2) a. 0
( 9) b. 1
( 4) c. 2
d. 3 or more

5. Type of housing subject presently has

( 2) a. Owns his own home
( 1) b. Rents a house
(11) c. Rents an apartment
(27) d. Lives with parents
e. Rents a room outside of parental home
(10) f. Other

6. With present housing, the subject is

(32) a. Well satisfied
(15) b. Adequate for present
c. Not satisfied

7. Occupation of subject

(15) a. Unskilled
( 7) b. Skilled
( 2) c. Sales
( 1) d. Semi-professional
e. Professional
f. Self-employed
( 9) g. Housewife
(17) h. Service

8. Number of full-time jobs subject has held since withdrawal

(10) a. None
(12) b. 1
( 8) c. 2
(12) d. 3
( 8) e. 4 or more

9. Number of part-time jobs subject has held since withdrawal

(23) a. None
(18) b. 1
( 6) c. 2
( 3) d. 3
( 1) e. 4 or more

10. Subject presently working

( 2) a. Part-time
(32) b. Full-time
(13) c. Unemployed

11. Training necessary for subject's job

(25) a. No special training needed
(16) b. On-the-job training program
( 1) c. Business or vocational school
( 1) d. Apprenticship program

12. Present wage of subject is

( 3) a. $1 per hour or less
(16) b. $1.01 to $1.50
(10) c. $1.51 to $2.00
( 1) d. $2.01 to $2.50
( 9) e. $2.51 or more

13. Attitude of subject towards work

(28) a. Very good
(14) b. Mediocre
( 2) c. Poor

14. Job of subject is

(28) a. Satisfying most of the time
( 9) b. Sometimes not satisfying
( 3) c. Often not satisfying
( 3) d. Never satisfying

15. Does subject feel that additional education would be of value in his job or in possible promotions

(30) a. Yes (2) c. Does not know
(15) b. No

16. Does subject feel that a high school education is necessary for obtaining employment

(13) a. Very necessary for all jobs
(31) b. Necessary for most jobs
( 7) c. Necessary for some jobs
( 1) d. Not necessary

17. If opportunity presented itself, would subject return to school

(26) a. Definitely yes
( 8) b. Probably yes
( 6) c. Does not know
( 6) d. Probably not
( 6) e. Definitely not

18. Number of schools subject has attended outside of Bloomington

(24) a. None
(20) b. 1
( 5) c. 2
( 1) d. 3
( 2) e. 4 or more

19. Area of greatest interest in school subject is

(10) a. Academic
(11) b. Arts
( 2) c. Commercial
(24) d. Vocational
( 4) e. Other

20. Special programming of subject

( 1) a. Enriched classes
( 3) b. Remedial reading classes
( 3) c. Special education classes
d. Work-study program
(45) e. None of the above

21. Reading comprehension of subject

(25) a. No difficulty
(19) b. Some difficulty
( 8) c. Great difficulty

22. Attitude of subject towards subjects taken in school

( 1) a. Interested in all
(21) b. Interested in most
(24) c. Interested in some
( 5) d. Not interested in any

23. Attitude of subject towards teachers

(32) a. Favorable to most
(17) b. Favorable to some
c. Favorable to none
( 3) d. Neutral

24. Attitude of subject towards school activities

(11) a. Interested and participated
(27) b. Interested but did not participate
(14) c. Not interested

25. Behavior of subject in school

(14) a. Well-behaved
(14) b. Occasionally in trouble
c. Frequently in trouble
(11) d. Occasionally in trouble and suspended at least once
(13) e. Frequently in trouble and suspended at least once

26. Relationship of subject to fellow student

(22) a. Always got along well
(26) b. Ususally got along well
( 4) c. Seldom got along well
d. Never got along well

27. School enrollment of subject

( 3) a. Forced to continue in school longer than desired
(42) b. Enrolled until decided to withdraw
( 7) c. Enrolled until forced to withdraw

28. Plans of subject at time of withdrawal

( 9) a. Return to school the following year
( 2) b. Go to evening school
(21) c. Obtain a full-time job
( 5) d. Enlist in the armed forced
( 3) e. Marriage
( 7) f. Others
( 4) g. None

29. Before withdrawing, the school staff

(30) a. Encouraged subject to remain
( 6) b. Encouraged subject to withdraw and return the following school year
(3 ) c. Did not encourage subject to remain
( 5) d. Discouraged subject from remaining
( 8) e. None of the above

30. Since withdrawing from school, subject has

( 3) a. Gone to evening school
( 6) b. Gone to vocational school
( 6) c. Taken specialized training
( 2) d. Taken correspondence courses
(34) e. Had no contact with any school

31. Present attitude of subject towards withdrawal

(14) a. The right thing to do
( 9) b. Indifferent
(28) c. The wrong thing to do

32. Subject likes to read

(19) a. Very much
(24) b. Some
( 9) c. Not at all

33. Subject reads newspapers

(25) a. Regularly
(15) b. Occasionally
( 9) c. Seldom
( 3) d. Never

34. Subject reads magazines

(19) a. Regulary
(23) b. Occasionally
( 6) c. Seldom
( 3) d. Never

35. Subject reads books

(11) a. Regulary
(17) b. Occasionally
(12) c. Seldom
(11) d. Never

36. Attendance of subject at church services during childhood

(46) a. Regular
( 5) b. Occasionally
( 1) c. Seldom
( d. Never

37. Participation of subject in church-sponsored activities during childhood

(24) a. Frequently
(10) b. Occasionally
(11) c. Seldom
( 7) d. Never

38. Attendance of subject at church services during adolescence

(30) a. Regular
(13) b. Occasional
( 5) c. Seldom
( 4) d. Never

39. Participation of subject in church-sponsored activities during adolescence

( 9) a. Frequently
(17) b. Occasionally
(11) c. Seldom
(15) d. Never

40. Present attendance of subject at church services

(18) a. Regular
(15) b. Occasional
(13) c. Seldom
( 4) d. Never

41. Present participation of subject in church-sponsored activities

( 3) a. Frequently
( 8) b. Occasionally
( 6) c. Seldom
(33) d. Never

42. During childhood subject joined in family activities

(43) a. Frequently
( 5) b. Occasionally
( 3) c. Seldom
( 1) d. Never

43. During adolescence subject joined in family activities

(28) a. Frequently
(16) b. Occasionally
( 6) c. Seldom
( 2) d. Never

44. During childhood and adolescence subject talked over problems with one or both parents

(22) a. Frequently

(13) b. Occasionally
(11) c. Seldom
( 6) d. Never

45. During childhood and adolescence subject was encouraged to express his opinions on family matters

(26) a. Frequently
(12) b. Occasionally
( 8) c. Seldom
( 6) d. Never

46. During childhood and adolescence responsibilities of the subject assigned by parents were

(37) a. Regular
(13) b. Now and then
( 2) c. Never

47. As a child, subject was punished by

( 9) a. Father
(13) b. Mother
(30) c. Both parents
d. Was not punished

48. During childhood and adolescence subject was able to bring friends into home

(45) a. Frequently
( 3) b. Occasionally
( 4) c. Seldom
d. Never

49. During childhood and adolescence interests of subject were centered primarily

( 7) a. In the home
(15) b. Outside the home
(30) c. Equally between a and b

50. During childhood physical activity of the subject was

(35) a. Vigorous
(14) b. Average
( 3) c. Passive

51. During adolescence physical activity of the subject was

(26) a. Vigorous
(21) b. Average
( 5) c. Passive

52. During childhood and adolescence time spent watching television by subject was

( 9) a. Great amount
(29) b. Average amount
(14) c. Little amount
d. None

53. Favorite type of television program watched was

(23) a. Mystery or adventure
(14) b. Comedy or variety
( 5) c. Sporting events
( 6) d. Movies
e. News or documentaries
( 4) f. Others

54. During childhood and adolescence temper of the subject was

( 6) a. Passive - seldom aroused
(26) b. Mild - occasionally aroused
(17) c. Strong - easily aroused without physical abuse
( 3) d. Violent - easily aroused with physical abuse

55. During childhood and adolescence influence by peers on subject was

(16) a. Great
(22) b. Average
(14) c. Little

56. As a child subject was sick

( 6) a. Frequently
(15) b. Occasionally
(25) c. Seldom
( 6) d. Never

57. As an adolescent subject was sick

( 6) a. Frequently
(10) b. Occasionally
(28) c. Seldom
( 8) d. Never

58. Present physical condition of subject

(41) a. Excellent
(10) b. Fair
( 1) c. Poor

59. Subject has medical and dental care

(31) a. Regularly
(17) b. Occasionally
( 2) c. Seldom
( 2) d. Never

60. Presently subject participates in purely recreational activities

(22) a. Frequently
(21) b. Occasionally
( 6) c. Seldom
( 1) d. Never

61. Presently the subject goes out for an evening of entertainment

(27) a. Frequently
(14) b. Occasionally
( 7) c. Seldom
( 1) d. Never

62. When engaging in recreational or entertainment activities, subject prefers to be

a. Alone
( 8) b. With date
(25) c. With a few friends
( 7) d. In a large group
( 9) e. With spouse

63. Location of recreational and entertainment activities is usually

( 7) a. In own home
(11) b. In home of friends
(31) c. In public places

64. Parental objections to recreational and entertainment activities preferred by subject are

( 4) a. Strong
(19) b. Mild
(26) c. None

65. During school years subject had

(32) a. Many friends - few close
( 4) b. Many friends - none close
(13) c. Few close friends
( 3) d. Few friends - none close
e. No friends

66. Closest friends during school years were

(11) a. Older
(36) b. Same Age
( 5) c. Younger

67. Most friends of subject

(41) a. Graduated from high school
( 1) b. Are still in school
(10) c. Left school also

68. Most friends of subject have

( 4) a. Higher social standing
(45) b. Same social standing
( 3) c. Lower social standing

69. At time of withdrawal parents were

(43) a. Together
( 4) b. Separated
( 5) c. Divorced

70. At time of withdrawal parents were

(51) a. Both living
( 1) b. Father dead
c. Mother dead
d. Both dead

71. If parents divorced or separated, remarriage by

( 4) a. Father
( 2) b. Mother
( 2) c. Both
( 4) d. Neither

72. Parents have

(39) a. Never considered separating
( 4) b. Considered separating but did
( 1) c. Were separated at one time
( 1) d. Were separated several times but came back together

73. Parents
(48) a. Own their house
( 2) b. Rent their house
c. Own their apartment
( 2) d. Rent their apartment
e. Other type of housing

74. Place where subject was raised

(48) a. Home of parents
( 1) b. Home of father and step-mother
( 2) c. Home of step-father and mother
d. Home of relatives
( 1) e. Foster home
f. Other

75. Parental discipline was
( 4) a. Harsh-overly strict or unfair
(24) b. Strict -firm but fair
(21) c. Moderate-fair but not firm
( 3) d. Lenient-seldom corrected
e. Never corrected

76. Parental quarrels were

( 8) a. Frequent
(20) b. Occasional
(18) c. Seldom
( 6) d. Never

77. Church attendance by parents was

(26) a. Regular
(13) b. Occasional
( 8) c. Seldom
( 5) d. Never

78. Parents were

(17) a. Interested in everything subject did
(25) b. Interested in most things subject did
( 8) c. Interested in few things subject did
( 2) d. Not interested in anything subject did

79. Parents were interested in school activities

(17) a. Always
(19) b. Sometimes
(10) c. Seldom
( 6) d. Never

80. Parental attendance at school activities, conferences, etc.

(18) a. Regular
(17) b. Occasional
(13) c. Seldom
( 4) d. Never

81. Important family decisions made by

( 2) a. Father only
(10) b. Father most of the time
(28) c. Both parents jointly
( 9) d. Mother most of the time
( 3) e. Mother only

82. Conflict between parents and subject over smoking or drinking

( 9) a. Serious
(23) b. Some
(17) c. Little or none
( 3) d. Subject did not smoke or drink

83. Conflict between parents and subject over late hours

(15) a. Serious
(17) b. Some
(20) c. Little or none

84. Conflict between parents and subject over choice of friends

(11) a. Serious
(18) b. Some
(23) c. Little or none

85. Present attachment of subject to childhood family

(32) a. Very close
(13) b. Moderately close
( 6) c. Not close
d. No attachment at all

86. Occupation of father

( 8) a. Unskilled
(24) b. Skilled
( 8) c. Sales
( 4) d. Semi-professional
( 3) e. Professional
( 5) f. Self-employed

87. Education of father

(15) a. 9 years or less
(15) b. 10 to 11 years
(16) c. 12 years (high school graduate)
( 3) d. 12 years plus business or vocational school
( 1) e. Some college
( 1) f. College graduate

88. Income of father

(47) a. Regular and sufficient
( 4) b. Regular but not sufficient
( 1) c. Not regular
d. None

89. Age of father when subject was born

( 5) a. 20 or under
(18) b. 21 to 25
(20) c. 26 to 30
( 6) d. 31 to 40
( 2) e. Over 40

90. Temper of father

( 9) a. Passive--seldom aroused
(25) b. Mild--occasionally aroused
(14) c. Strong--easily aroused without physical abuse
( 4) d. Violent--easily aroused with physical abuse

91. Discipline by father

(11) a. Overstrict or erratic
(29) b. Firm but fair
(12) c. Lax
d. Never disciplined

92. Drinking habits of father

( 7) a. Frequent and excessive
( 4) b. Frequent but not excessive
(18) c. Moderate
(18) d. Seldom
( 5) e. Never

93. Mother employed

(23) a. Full-time outside the home
( 7) b. Part-time outside the home'
(22) c. Housewife

94. Occupation of mother

( 1) a. Profesiional
(11) b. Office or clerical
( 5) c. Sales
(14) d. Unskilled

95. Education of mother

( 9) a. 9 years or less
(13) b. 10 to 11 years
(20) c. 12 years (high school graduate)
( 7) d. 12 years plus business or vocational school
( 2) e. Some college
( 1) f. College graduate

96. Age of mother when subject was born

(11) a. 20 or under
(22) b. 21 to 25
(11) c. 26 to 30
( 7) d. 31 to 40
e. Over 40

97. During childhood of subject mother was out of home due to work or other reasons

(14) a. Daily
( 5) b. Two to four days a week
( 3) c. Once a week
(30) d. Never

98. Temper of mother

( 7) a. Passive--seldom aroused
(30) b. Mild--occasionally aroused
(15) c. Strong--easily aroused without physical abuse
d. Violent--easily aroused with physical abuse

99. Discipline by mother

(5) a. Overstrict or erratic
(34) b. Firm but fair
(13) c. Lax
d. Never disciplined

100. Drinking habits of mother

a. Frequent and excessive
( 1) b. Frequent but not excessive
(15) c. Moderate
(21) d. Seldom
(15) e. Never

101. Number of brothers

(10) a. None
(19) b. 1
(11) c. 2
( 7) d. 3
( 5) e. 4 or more

102. Number of sisters

(17) a. None
(20) b. 1
( 9) c. 2
( 4) d. 3
( 2) e. 4 or more

103. Number of brothers that are high school dropouts

(35) a. None
( 9) b. 1
( 3) c. 2
( 1) d. 3
( 1) e. 4 or more

104. Number of sisters that are high school dropouts

( 8) a. None
(36) b. 1
c. 2
d. 3
e. 4 or more

105. During childhood and adolescence relationship of subject to brothers and sisters

(22) a. Very close
( 6) b. Very close with some
(18) c. Moderately close
( 3) d. Not close

106. Present relationship of subject to brothers and sisters

(21) a. Very close
(11) b. Very close with some
(11) c. Moderately close
( 6) d. Not close

107. While in school subject

(23) a. Never had use of a car
( 8) b. Occasionally had use of parent's car
( 3) c. Frequently had use of parent's car
(18) d. Owned a car

108. If subject owned a car while in school

(18) a. Subject bought car with own money
( 1) b. Parents bought car for subject
c. Paid for jointly by parents and subject

109. Maintenance and operating costs of subject=owned car

(19) a. Responsibility of subject
b. Responsibility of parents
c. Joint responsibility of parents and subject

110. Number of traffic violations of subject

(19) a. None
( 8) b. 1
( 6) c. 2
( 9) d. 3 or more

111. While in school subject held a part-tim job

(24) a. Regularly
(16) b. Occasionally
(12) c. Never

112. Wages received for part-time work

(19) a. $1 per hour or less
(13) b. $1.01 to $1.50
( 6) c. $1.51 to $2
( 2) d. More than $2 per hour

113. Number of hours subject worked

(15) a. 10 or less
( 9) b. 11 to 15
( 9) c. 16 to 20
( 5) d. More than 20

114. Did part-time work ever interfere with schoolwork

(10) a. Yes
(30) b. No

115. If job interfered with schoolwork, was it

(5) a. Frequent
(5) b. Occasional
c. Seldom

116. If job interfered with schoolwork, to what degree

( 6) a. Great
( 3) b. Moderate
( 1) c. Little

117. First money earned outside of home was at age

(24) a. 12 or under
(18) b. 13 to 14
( 8) c. 15 to 16
( 2) d. 17 or older
e. Has not yet earned money

118. Money earned by subject was

(24) a. Spent as it was earned
(20) b. Spent most but saved some
( 8) c. Spent some but saved most
d. Saved all

119. Money was spent primarily on

(22) a. Clothes
(12) b. Car
(16) c. Recreation and entertainment
( 2) d. Dates
e. Other

120. Evening dating of subject began at age

( 2) a. 12 or under
(11) b. 13 to 14
(29) c. 15 to 16
( 5) d. 17 or older
( 5) e. Has not yet dated

121. Frequency of dating at age 14 or younger

(36) a. None
( 7) b. Few dates during the year
( 3) c. Dates every month
( 3) d. Dates every week

122. Frequency of dating at age 15 to 18

( 5) a. None
( 9) b. Few dates during the year
( 6) c. Dates every month
(32) d. Dates every week

123. Subject had use of a car for dating

(28) a. Frequently
( 6) b. Occasionally
( 2) c. Seldom
(15) d. Never

124. Evening dating of subject primarily

(7) a. Single couple
(36) b. Double-dating couples
( 4) c. With many couples

125. Subject went with date most feequently t

( 1) a. School activities
(29) b. Movies
( 5) c. Dances
(10) d. Home parties
( 1) e. Others

126. Intent of subject to marry a particular person

(17) a. Never intended to marry
( 9) b. Intended to marry but was never engaged
( 7) c. Intended to marry and was engaged at one time
( 3) d. Presently engaged
(12) e. Presently married

127. In trouble with law during school year

(29) a. Denies having had any trouble
(16) b. Admits to some trouble
( 7) c. Admits to considerable trouble

128. If subject admits to having trouble with law, source or cause of subject's trouble was

(13) a. Himself
( 8) b. Friends
( 2) c. Family
d. Other

129. Reaction of parents when subject was in trouble with law

(20) a. Concerned and took measures to correct problem
( 3) b. Concerned but did not take measures to correct problem
c. Indifferent
d. Expressed no concern

130. Reaction of friends when subject was in trouble with law

a. Disapproved and subject was shunned
(12) b. Disapproved but subject was accepted
( 8) c. Approved
( 3) d. Does not know

131. If circumstances of another student were similar to his own would subject advise person to leave school early

( 3) a. Definitely yes
( 2) b. Probably yes
( 5) c. Does not know
(14) d. Probably no
(28) e. Definitely no

132. Does subject feel he received his share of breaks from school personnel while a student

(15) a. Given more breaks than most students
(28) b. Given same breaks as other students
( 8) c. Given less breaks than most students

133. Does subject feel he would have remained in school if more courses of vocational nature had been offered

( 9) a. Definitely yes
(14) b. Probably yes
( 6) c. Does not know
(11) d. Probably no
(10) e. Definitely no

134. If subject could start over again in school would his attitude be different than it was

(27) a. Much better
(14) b. Some better
(10) c. About the same
d. Poorer

135. Would subject generally encourage other young people to graduate from high school if possible

(52) a. Yes
b. No
c. Does not know

136. The primary reason for subject leaving school early was

(16) a. Lack of interest
( 4) b. Failing grades
( 5) c. Adverse school experiences
( 6) d. Dissatisfaction with school program
( 2) e. Home situation
(19) f. Other

137. Does subject feel that schoolwork demands were too great for his ability

( 3) a. Most of the time
(13) b. Some of the time
(12) c. Seldom
(24) d. Never

138. Does subject recall having clearly defined goals for achievement in mind

(14) a. Usually
(14) b. Seldom
(24) c. Never

FOR INTERVIEWER ONLY

A. Interviewer knew subject

a. Well
b. Little
c. Not at all

B. Interviewer's evaluation of responses given by subject

a. Truthful in most cases
b. Not truthful in many cases
c. Not truthful in most cases

C. How does subject really seem to feel about leaving school early

a. Satisfied it was the right thing to do
b. Regrets having left school early
c. Does not seem to make any difference
d. Does not know

D. Attitude of subject towards school seems to be

a. Very positive
b. Somewhat positive
c. Indifferent
d. Somewhat negative
e. Very negative

COMMENTS:

Dear Sir:

Independent School District #271 of Bloomington, Minnesota is conducting a dropout study on the class of 1965. In order to make this study as accurate as possible, the district is attempting to follow up those students who have transferred out of the Bloomington secondary schools.

Attached to this letter is a questionnaire regarding a former Bloomington student who, according to our records, has transferred to your school. We would appreciate your answering the questions about this student and returning the questionnaire in the self-addressed envelope to the Bloomington schools.

Thank you for your prompt attention and cooperation.

Sincerely,

Charles V. Randall
Project Director

EARLY SCHOOL LEAVERS PROJECT

INDEPENDENT SCHOOL DISTRICT NO. 271

BLOOMINGTON, MINNESOTA

Follow up of transfer students - Class of 1965

Name _____
Last First Middle

Date of transfer _____

Grade _____ at date of transfer

1. Yes ___ No ___ Did the above named student enroll in your school?

2. Yes ___ No ___ Did this student remain in your school for one full year from the date of enrollment?

3. _____ Days If No. 2 is No, how long was this student enrolled in your school?

4. Yes ___ No ___ If No. 2 is No, did this student transfer to another school?

5. If No. 4 is yes, please indicate the name and address of the school to which this student transferred and the date of transfer.

School _____

Address _____

City _____ State _____

Date of transfer _____

6. Yes ___ No___ Did this student graduate from your high school?

The Bloomington schools wish to thak you for filling out and returning this questionnaire. Your cooperation has helped to make this project a success.

Dear Sir:

This summer the Bloomington, Minnesota Public Schools have been conducting a dropout study on the class of 1965. During the first week of July a questionnaire was sent to you regarding a former Bloomington student who, according to our records, had transferred to your school. As of this date your reply has not been received.

For your convenience this questionnaire is enclosed again. We would appreciate your filling in the necessary information and returning the questionnaire in the self-addressed envelope to the Bloomington Schools as soon as possible.

Thank you for your prompt attention and cooperation.

Sincerely,

Charles V. Randall
Project Director

August, 1966

To Whom It May Concern:

The Bloomington Schools are conducting a study of former students who left school before high school graduation.

To aid the schools in gathering information a questionnaire has been constructed specifically for this study. Administration of the questionnaire will be by a member of the Bloomington counseling staff. All information received from this questionnaire will be absolutely confidential.

The bearer of this letter is a counselor in the Bloomington Schools and is authorized to administer this questionnaire. If you should have any questions regarding the authenticity of this interview, contact the Bloomington Secondary Schools, Assistant Superintendent's Office, 888-9571.

Thank you for your cooperation.

Sincerely,

P. Arthur Hoblit
Assistant Superintendent
Secondary Education

I IDENTIFICATION

Name _____
LAST FIRST MIDDLE

___ ___ ___ STUDENT IDENTIFICATION CODE NUMBER

II FAMILY STATUS

PARENTS

1. _____ TOGETHER
2. _____ SEPARATED
3. _____ DIVORCED

1. _____ BOTH LIVING
2. _____ FATHER DEAD
3. _____ MOTHER DEAD
4. _____ BOTH DEAD

1. _____ NEITHER REMARRIED
2. _____ FATHER REMARRIED
3. _____ MOTHER REMARRIED
4. _____ BOTH REMARRIED

NUMBER OF CHILDREN

1. _____ ONE
2. _____ TWO
3. _____ THREE
4. _____ FOUR
5. _____ FIVE
6. _____ SIX OR MORE

POSITION IN FAMILY

1. _____ FIRST
2. _____ SECOND
3. _____ THIRD
4. _____ FOURTH
5. _____ FIFTH
6. _____ SIXTH OR GREATER

SUBJECT LIVING WITH

1. _____ BOTH PARENTS
2. _____ FATHER ONLY
3. _____ MOTHER ONLY
4. _____ FATHER AND STEP-MOTHER
5. _____ MOTHER AND STEP-FATHER
6. _____ FOSTER PARENTS
7. _____ GUARDIAN

OCCUPATION OF FATHER

1. _____ UNSKILLED
2. _____ SKILLED
3. _____ SUPERVISORY
4. _____ SEMI PROFESSIONAL
5. _____ PROFESSIONAL
6. _____ SELF-EMPLOYED

MOTHER WORKS

1. ____ HOUSEWIFE ONLY
2. ____ PART-TIME
3. ____ FULL TIME

III PERSONAL INFORMATION

SEX

1. ____ MALE
2. ____ FEMALE

GRADE OF ENTRY

1. ____ GRADES 1 - 3
2. ____ GRADES 4 - 6
3. ____ GRADES 7 - 9
4. ____ GRADES 10 - 12

AGE AT WITHDRAWAL

1. ____ ONE YEAR YOUNGER
2. ____ NORMAL AGE FOR GRADE
3. ____ ONE YEAR OLDER
4. ____ TWO YEARS OLDER

GRADE RETARDATION

1. ____ NONE
2. ____ ONE YEAR
3. ____ TWO YEARS

NUMBER OF WITHDRAWALS

1. ____ ONE
2. ____ TWO
3. ____ THREE
4. ____ FOUR

IV SCHOOL ATTENDANCE

| GRADE | DAYS ABSENT |
|---|---|
| 7 | _____ |
| 8 | _____ |
| 9 | _____ |
| 10 | _____ |
| 11 | _____ |
| 12 | _____ |

V EXTRA CURRICULAR ACTIVITIES

JUNIOR HIGH SCHOOL

1. ____ ATHLETICS
2. ____ MUSIC
3. ____ ATHLETICS AND MUSIC
4. ____ ATHLETICS AND OTHERS
5. ____ MUSIC AND OTHERS
6. ____ BOTH AND OTHERS
7. ____ OTHERS ONLY
8. ____ NONE

SENIOR HIGH SCHOOL

1. ____ ATHLETICS
2. ____ MUSIC
3. ____ ATHLETICS AND MUSIC
4. ____ ATHLETICS AND OTHERS
5. ____ MUSIC AND OTHERS
6. ____ BOTH AND OTHERS
7. ____ OTHERS ONLY
8. ____ NONE

## VI STANDARDIZED TEST RESULTS

### READING

| TEST | GRADE | DATE | FORM | SPEED | VOCAB | COMP |
|---|---|---|---|---|---|---|
| GATES | 7 | 9-59 | 2 | ___ ___ ___ | ___ ___ ___ | ___ ___ ___ |
| SRA | 10 | 10-62 | B | ___ ___ | ___ ___ | ___ ___ |

### INTELLIGENCE

| TEST | GRADE | DATE | FORM | SCORE |
|---|---|---|---|---|
| KUHLMAN-ANDERSON | 4 | 9-56 | D | _____ |
| OTIS | 7 | 9-59 | B | _____ |
| LORGE - THORNDIKE | 10 | 9-62 | BB | _____ |

### ACHIEVEMENT

| TEST | GRADE | DATE | FORM | VOCAB | RDG | T.LANG. | T.W.S. | T.AR. | COMP. |
|---|---|---|---|---|---|---|---|---|---|
| ITBS | 6 | 5-59 | 1 | _____ | ___ | _____ | _____ | _____ | _____ |

| TEST | GRADE | DATE | FORM | BKG SS | BKG SC | COR EX | Q THKG | VOCAB | COMP |
|---|---|---|---|---|---|---|---|---|---|
| ITED | 9 | 9-61 | X-4 | _____ | _____ | _____ | _____ | _____ | _____ |

STUDENT IDENTIFICATION CODE NUMBER ___ ___ ___

VII SCHOOL MARKS

| COURSE | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|
| ENGLISH | ___ | ___ | ___ | ___ | ___ | ___ |
| SOC. STUDIES | ___ | ___ | ___ | ___ | ___ | ___ |
| MATH | ___ | ___ | ___ | ___ | ___ | ___ |
| SCIENCE | ___ | ___ | ___ | ___ | ___ | ___ |
| LANGUAGE | ___ | ___ | ___ | ___ | ___ | ___ |
| PHY. ED. | ___ | ___ | ___ | ___ | ___ | ___ |
| ART | ___ | ___ | ___ | ___ | ___ | ___ |
| MUSIC | ___ | ___ | ___ | ___ | ___ | ___ |
| SHOP | ___ | ___ | ___ | ___ | ___ | ___ |
| HOME EC. | ___ | ___ | ___ | ___ | ___ | ___ |

VIII HEALTH

SIGHT

1. _____ NORMAL
2. _____ SOME IMPAIRMENT
3. _____ SEVERE IMPAIRMENT

HEARING

1. _____ NORMAL
2. _____ SOME LOSS
3. _____ SEVERE LOSS

IMMUNIZATIONS

1. _____ REGULAR
2. _____ OCCASIONAL
3. _____ NEVER

PHYSICAL DEFECTS

1. _____ NONE
2. _____ SLIGHT
3. _____ SEVERE

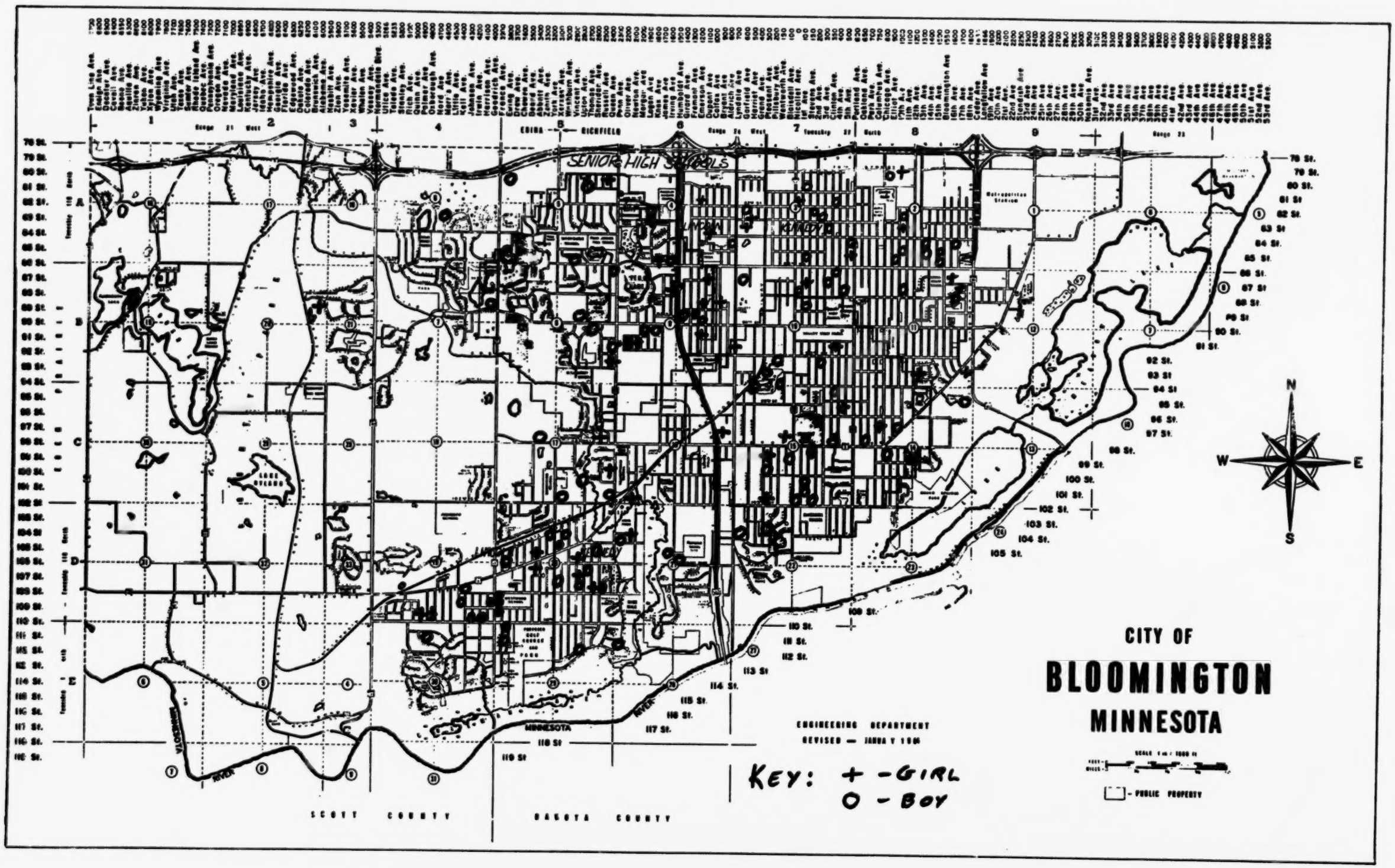
____ ____ ____STUDENT IDENTIFICATION NUMBER

| | | |
|---|---|---|
| 1. a b c d e | 26. a b c d | 51. a b c |
| 2. a b c | 27. a b c | 52. a b c d |
| 3. a b c d e f | 28. a b c d e f g | 53. a b c d e f |
| 4. a b c d | 29. a b c d e | 54. a b c d |
| 5. a b c d e f | 30. a b c d e | 55. a b c |
| 6. a b c | 31. a b c | 56. a b c d |
| 7. a b c d e f g h | 32. a b c | 57. a b c d |
| 8. a b c d e | 33. a b c d | 58. a b c |
| 9. a b c d e | 34. a b c d | 59. a b c d |
| 10. a b c | 35. a b c d | 60. a b c d |
| 11. a b c d | 36. a b c d | 61. a b c d |
| 12. a b c d e | 37. a b c d | 62. a b c d e |
| 13. a b c | 38. a b c d | 63. a b c |
| 14. a b c d | 39. a b c d | 64. a b c |
| 15. a b c | 40. a b c d | 65. a b c d e |
| 16. a b c d | 41. a b c d | 66. a b c |
| 17. a b c d e | 42. a b c d | 67. a b c |
| 18. a b c d e | 43. a b c d | 68. a b c |
| 19. a b c d e | 44. a b c d | 69. a b c |
| 20. a b c d e | 45. a b c d | 70. a b c d |
| 21. a b c | 46. a b c | 71. a b c d |
| 22. a b c d | 47. a b c d | 72. a b c d |
| 23. a b c d | 48. a b c d | 73. a b c d e |
| 24. a b c | 49. a b c | 74. a b c d e f |
| 25. a b c d e | 50. a b c | 75. a b c d e |

_____ _____ _____STUDENT IDENTIFICATION NUMBER

76. a b c d
77. a b c d
78. a b c d
79. a b c d
80. a b c d
81. a b c d e
82. a b c d
83. a b c
84. a b c
85. a b c d
86. a b c d e f
87. a b c d e f
88. a b c d
89. a b c d e
90. a b c d
91. a b c d
92. a b c d e
93. a b c
94. a b c d
95. a b c d e f
96. a b c d e
97. a b c d
98. a b c d
99. a b c d
100. a b c d e
101. a b c d e
102. a b c d e
103. a b c d e
104. a b c d e
105. a b c d
106. a b c d
107. a b c d
108. a b c
109. a b c
110. a b c d
111. a b c
112. a b c d
113. a b c d
114. a b
115. a b c
116. a b c
117. a b c d e
118. a b c d
119. a b c d e
120. a b c d e
121. a b c d
122. a b c d
123. a b c d
124. a b c
125. a b c d e
126. a b c d e
127. a b c
128. a b c d
129. a b c d
130. a b c d
131. a b c d e
132. a b c
133. a b c d e
134. a b c d
135. a b c
136. a b c d e f
137. a b c d
138. a b c

A. a b c
B. a b c
C. a b c d
D. a b c d e


SENIOR HIGH SCHOOLS
EDINA
RICHFIELD
MINNESOTA
MINNESOTA RIVER
MINNESOTA
SCOTT COUNTY
DAKOTA COUNTY
ENGINEERING DEPARTMENT
REVISED — JANUARY 1956
KEY: + - GIRL
O - BOY
CITY OF
BLOOMINGTON
MINNESOTA
- PUBLIC PROPERTY
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